



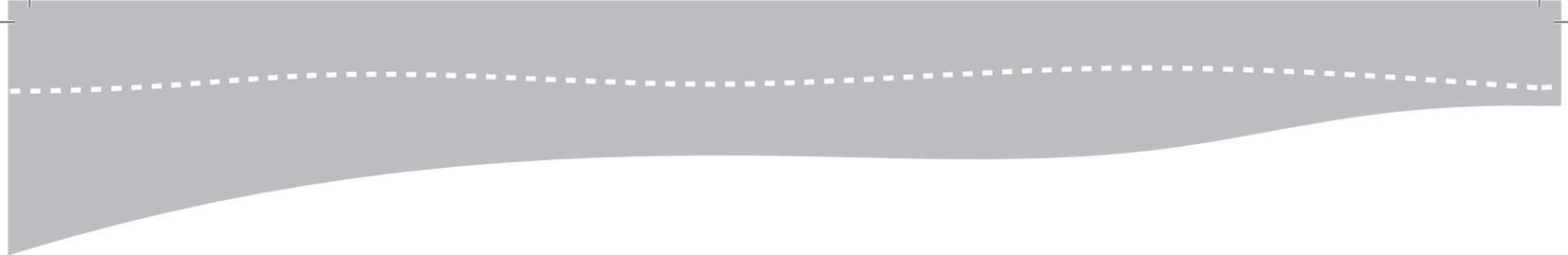
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# Allez!

FRANÇAIS POUR LES ENFANTS  
Guide pédagogique

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## Introduction to the Manual

This Teacher's Manual is designed to assist teachers/trainers to administer foreign languages effortlessly. It is a practical guide to help promote foreign language learning at schools, classrooms, and individual levels. The manual provides teachers with a collection of activities that can be implemented in classrooms to nurture languages.

The content in the manual is aligned to support learning and progress in incremental steps. Each skill is taught, practised, and reviewed to gradually build substantial vocabulary and enhance speaking skills.

This book also focuses on additional practice through spaced repetitions. The suggested games and activities are suitable to foster learning and motivate children. The manual guides the teacher to progress with small, logical steps; thus, building confidence in children to use the target language in natural, everyday scenarios.

## How to use this book

1. **Let's get started:** Read the teaching strategies.
2. **Let's take charge:** Implement recommended teaching methodology. This also includes incorporating suggested games and activities provided at the end of the book. Select the activity appropriate to your topic and class.
3. **Let's go:** Each topic comprises exercises for reinforcement. Solve the exercises as recommended. Revision exercises should be done at the end of every unit.
4. **Let's get it right:** Check answers.

## Note to teachers

Dear teachers,

This programme is aimed at imparting foreign languages to children in pre-primary and primary grades. We believe children have the natural ability to easily gain proficiency in languages and we strive to provide them a language learning platform at a young age.

Our foreign language programme for early learners is designed with child-friendly themes that makes learning relatable and fun.

The course includes step-by-step explanatory videos for every topic, quizzes, engaging worksheets and games that would target the specific needs of early learners. We endeavour to inspire children by not just making learning easy to remember, but also difficult to forget.

The curriculum and pedagogy are designed to facilitate children soak up the target language with ease while remaining engaged in fun and exhilarating activities.

We hope you will have as much fun delivering the programme as we had while designing it!

***Wishing you all the very best. . .***

## **A little peek into this book:**

### **Supplies**

Digital content comprises watch-learn videos. Physical components include flashcards, a learner's book, a workbook and a trainer's guide. This book also encompasses a list of songs you can play during the class.

### **Teaching strategies**

You can make use of the suggested teaching blocks (instructions, offline games, recall techniques, etc.) by simply making use of the study plans recommended in this book.

### **Games, Exercises & Activities**

Each lesson is supported by games, exercises and some activities that can be incorporated to revise and reinforce concepts. The exercises in the books can be attempted as practice during lessons. The games and activities serve as a revision as well as reinforcement of concepts

### **Study Plans**

We offer study plans that allow you to outline the time needed for well-defined learning activities. The schedule consists of day-wise charts.

Recommended time to complete the programme is **9/10 months** which will involve foreign language learning of 30 mins in each class taking place thrice a week.

### **Flashcards**

Flashcards are effective memory aid tools that ease the learning process. They are a perfect method of invigorating children and connecting them to a language.

This series offers this most widely recognised approach to gamify learning through creative methods. Flashcards have been incorporated to support spaced repetition, simplify memorising and strengthen concepts.

### **Audio files**

Listening is a vital skill in language learning. Listening stimulates awareness of the language as it is the first receptive skill that develops in a human. Learning to listen in the target language improves language ability. The sound, rhythm, intonation, and stress of the language can be perfectly adapted through listening. This book offers listening exercises that are intended to enhance other skills, as well as help learners gain confidence.

## Notes for the teachers

1. This book is designed to assist language classes that meet twice or thrice a week for 30-40 minute sessions.
2. Play the audio a minimum of three times.
3. Maintain a high energy level.
4. When you start, start big: big smiles, big voice, big gestures. Make them feel that something awesome is about to happen.
5. The whole class is feeding off your energy. So it's actually very important that you have fun yourself.
6. During games/activities, maintain a positive attitude. Tell them it's no big deal if they commit some slip ups. For example, if a learner guesses an answer wrong, tell them they'll get it next time. Always be encouraging. Tell them it's okay that their team is a little behind, they can make up for it soon. Congratulate correct answers, and motivate them to get through the misses.
7. Award star stickers to the ones doing well, showing improvement, and also to the ones who are trying.

# Unité 1

## Objectives:

1. To greet and bid goodbye.
2. To ask and respond to questions 'how are you?' & 'what is your name?'
3. To introduce oneself.

## Vocabulary

Bonjour !
Bonsoir !
Bonne nuit !
Comment ça va ?/
Ça va très bien !
Ça va bien !
Ça va !
Ça ne va pas bien !
Et toi ?
Comment t'appelles-tu ?
Je m'appelle...
Qui es-tu ?
Je suis une fille.
Je suis un garçon.
Merci !
Nom
Prénom
Nom de famille
Enchanté(e) !
Moi aussi !
De rien !

## Leçon 1

### Teaching strategies

1. Begin the day by introducing the country and its diverse cultural heritage. Tell learners that they will be exploring the languages spoken in the country, as well as its neighbouring nations and the countries that use the target language as their official language.

Look at the world map and help learners identify/locate the country's geographic location and the continent it is situated in. Take some time to learn about the flag of the country they are studying.

By the end of this lesson, learners should have a clear understanding of the various languages spoken in this country and how they contribute to its rich cultural heritage. They should also be able to identify the neighbouring nations and countries that use the target language as their official language.

As you continue to use the maps, pay close attention to the symbols and icons on the map in the book. It's important to understand these symbols and icons as they provide a visual representation of various aspects of the country's culture. These symbols can range from landmarks, food, clothing, sports, and other cultural elements unique to the region. Take the time to explore and appreciate the different symbols and icons on the map, as they offer a glimpse into the country's rich cultural heritage.

Spend the day discussing and exchanging information about the country.

2. Before you dive into the lesson, start with a fun activity that will help learners review what they learnt in the previous class. Guide each of them to take five to ten minutes to prepare a quiz based on the cultural facts and information that you have discussed. They can write their questions on slips of paper, making sure that each learner writes at least two questions.

Once they have all written your questions, collect them in a bowl, and each of them will take turns coming up to pick a question and answer it. This activity can also be played in teams, with learners divided into two groups.

If you finish early, you can add some more information about festivals or the way of life in the country they are learning about.

By engaging in this activity, you can reinforce their understanding of the culture and customs of the country, and make learning about the language even more enjoyable. So, get started and have some fun!

3. Today start the day with a Hello song. Wave out to learners during the song and ask them to guess what the song could be about!

Now tell your learners that ***though it is morning, you are saying 'good night' to your parents.*** They will definitely laugh or giggle, encourage the correct response in English and show them the equivalent flashcard for good morning in the target language. Let them repeat the word and say good morning to each other in the target language of course! Similarly, use instances like ***I am playing with my friends at 5:30 pm*** (if learners don't follow pm and am, use evening), ***and my neighbour walks up to me, I say good night!*** Prompt correct replies and move on to show the good evening flashcard in the target language. For afternoon, say ***it is time to go home from school. It is almost 1 pm. I think I will say good morning*** (if they have learnt the word in the target language, use the same word). For good night, you can say, ***it's night already. I am sleepy. And my brother says good evening to me. Do you think he is right?*** Dramatize all the sentences.

After repeating the words a few times, have learners open the learner's book to the learner's page and play the audio. Guide them to listen to the audio and encourage them to repeat greetings.

One common French greeting that can be used to say, “good morning” as well as “good afternoon” is “Bonjour !” This greeting is versatile and can be used at any time of day until the early evening, when it is more appropriate to switch to “Bonsoir” for “good evening”.

Recommended exercises: LB: 1 | WB: 1, 8

4. Start the day with the song on greetings.

Go to the window and say ***I can see the sun in the sky. What should I say? - good morning or good evening? Or what do you say while going to bed?***

Revise greetings by asking such questions. For example, ***It is dark and cold. I am super sleepy. What should I say? - good morning or good night?***

***It's bright and sunny. Do you think I can say good evening?***

Inform your learners now that they know their greetings well, it is time to learn how to bid goodbye.

Make use of flashcards to introduce the words. Associate a neck gesture (from the activity) for each farewell. After repeating the words a few times, have learners open the learner's book to the learner's page and play the audio. Guide them to listen to the audio and encourage them to repeat goodbyes.

Recommended exercises: LB: 3 | WB: 3, 9

5. Go around and ask the question- ***How are you?*** (in the target language). While you do so, shake hands, say ***Good morning/afternoon, how are you?*** Repeat this with a few children in the class.

Ask learners if they could guess what you have been asking. If they are able to guess, applaud. If they are unable to get the correct answer, show them the '***I am very well***' flashcard. When you show the card, also make a gesture by smiling wide, crossing your arms to show you are very well.

While teaching children, remember to use a lot of dramatization. Make use of other cards and facial expressions to teach the next few phrases. Lead your learners to show 'thumbs up' gesture for '***I am good***', '***How much***' gesture for '***How are you?***' and 'lean forward and point at the person' to ask '***And what about you?***'

After repeating the phrases a few times, have learners open the learner's book to the learner's page and play the audio. Guide them to listen to the audio and encourage them to repeat greetings.

Ensure you emphasise the phrase ***Et toi ?***

Recommended exercises: LB: 2, 4, 5, 6, 7, 8 | WB: 2, 7, 10, 11, 12

## Leçon 2

6. Enter the class with a picture of a girl and a boy. Or you can draw stick figures of a girl and a boy on the board. Ask the learners who are these in English! Now write the word ***fille*** under the girl figure and ***garçon*** under the boy figure. Inform your learners that they will be learning how to say ***girl & boy*** in French. Along with that they will also learn to say ***I am a girl*** and ***I am a boy!***

With the help of flashcards or video, introduce your learners to the concepts. If you are able to arrange

two puppets (a girl and a boy puppet each), pretend play and let the puppets say ***Je suis un garçon*** and ***Je suis une fille***! Encourage your learners to repeat after the puppets. If you are not able to procure any puppets, you can draw faces of a girl and a boy on your index fingers and go ahead with pretend play. Play the audio section for ***Qui es-tu ?***

Recommended exercises: LB: 1, 2 | WB: 5, 14

7. Start the day by asking a child- Is \_\_\_\_\_(name of any learner) a boy or a girl? Repeat the question a couple of times each time pointing to a new learner before you introduce the topic for the day.

Suddenly, tell your name to your learners in English. Repeat it a few times by going up to a few learners, telling your name and asking what their name is! Based on this interaction ask them if they are able to guess the lesson for the day! If they come up with the answer, ask them to clap for themselves. If they don't, tell them I know how to say my name in English, but I want to learn how to say my name in French. So, let's learn to ask and tell our names in French today.

Introduce the question and answer via the video. If you don't have an access to any digital resource, bring in the same puppets and put them into role-play to acquaint them with ***Comment t'appelles-tu ?*** and ***Je m'appelle ... + Et toi ?***

Once the learners are acquainted and comfortable with the use of ***Comment t'appelles-tu ?*** and ***Et toi ?***, inform them that both ***Comment ça va ?*** as well as ***Comment t'appelles-tu ?*** take the question ***Et toi ?***

Play the conversation for ***Comment t'appelles-tu ?*** And encourage learners to repeat. Play the audio two times if required.

Recommended exercises: LB: 3 | WB: 4

8. Start the class with ***Bonjour ! Je m'appelle \_\_\_\_\_ . Je suis une fille*** or ***Je suis un garçon***. Encourage children from the class to introduce themselves in the same manner. If anyone is too shy or unable to reproduce the sentences, prompt them and motivate them to be loud and confident. Applaud for children when they try to say the sentences. The focus is not on accuracy but developing confidence. You can refer to the activity section to conduct a game.

Now start with a story: Once upon a time there was a boy. He was extremely naughty and undisciplined. One day, his mom was making sweets and he barged into the kitchen to get some sweets. He asked his mom, "Mom, can I have some sweets?" But before he could touch the sweets, his mother asked him not to touch any. Perplexed, the boy moved aside. Later, entered his brother and asked, "Mom, may I please have some sweets?" and the mother obliged. The father, who was reading a newspaper nearby wondered about the partiality done. He walked up to the mother and asked the reason? What do you think the mother said?

Appreciate the answer that says the other boy said please. He was polite!

Explain the importance of the magic words and go on to introduce ***Merci !***, and the response to it - ***de rien !*** Place particular emphasis on the usage of ***de rien !*** and illustrate how it can be employed as please as well.

In the same class, acquaint learners with ***enchantée/enchanté*** and the response to it – ***Moi aussi !***

Be sure to acquaint learners that the difference between the two words lies in the gender. When you want to say, "nice to meet you" in French, most of the time you'd say ***enchanté*** if speaking to a man or ***enchantée*** if speaking to a woman.

Ensure that learners repeat all words/sentences in every class.

Recommended exercises: LB: 4 | WB: 6, 13, 16

9. It is important that children understand the concept of first name and family name. Ask your learners to make two columns in their notebooks. Divide your board in the same manner so they are able to follow the example. Now write your first name under one column and last name on the other. Encourage your learners to do the same; their first names under one column and second names under the other. Give titles to the columns as **Prénom** and **Nom de famille**. Have a list of common French names and put them on the board (separate the first names and the last names) and randomly write them on the board. Now ask learners to gather the names and put them under the correct columns. Discuss the answers later.

Attempt exercises LB: 5 | 6 WB: 15

10. On the last day of this unit, encourage learners to model a conversation based on Ex 4 from LB. Give each pair 5 mins to prepare the dialogue and say it spontaneously. This will also serve as a revision. Prompt and help those who are weak and unable to recollect or apply the concepts learnt. You may hand them flashcards arranged in the order of the dialogue and ask them to read them out. Encourage learners to watch videos (digital resources) at home along with their parents.

\* Remember to play the audio on learner's page for each concept. Encourage learners to repeat.

# Unité 2

## Objectives:

1. To talk about countries and languages
2. To talk about cities
3. To talk about origin and place of residence

## Vocabulary:

un pays
une ville
la capitale
un drapeau
L'Allemagne
L'Espagne
L'Inde
La France
New Delhi
Jordanie
allemand
On parle
Je parle
espagnol
arabe
français
Je viens de
J'habite à/en
D'où viens-tu ?
Quelles langues parles-tu ?
Où habites-tu ?
un peu

## Leçon 1

### Teaching strategies:

1. You can start the day by displaying two maps; one of your country and the other of France. If you have an access to the internet + screen in your class, you can look up the maps. If you don't have an access to internet, try to get coloured printouts of the maps to the class.

Before the display, ask your learners basic questions like **where they live?, which country are they from?, what is the capital of their country?** Now tell them that it is time to learn to say all of this in French.

Display the map of your country. Show them the city where they live and the location of the capital city. While pointing at the map say, **This is** \_\_\_\_\_ (in the target language). Repeat the sentence slowly a couple of times. Let learners repeat the sentence after you. Now move on to the capital city and say, **'The capital of** \_\_\_\_\_ **is** \_\_\_\_\_ (in the target language). Write both these expressions on the board. Repeat the sentences a couple of times again. After the know-how of your country's map, familiarise them with the map of France.

Use flashcards to acquaint them with basic vocabulary like the name of the countries, capital, city names etc in French. Play the audio for the first part in the learner's book.

2. Since your learners now know the map of France, introduce them to two more European countries and their capital cities. Give them an introduction to Jordan too. Show them flags of all those countries and their location on the world map, if possible.

Learners will get familiar with France, Germany Spain, India and Jordan and their capital cities.

Revise all the vocabulary with the aid of flashcards.

For activity, do map-reading again. This time revisit some places and take them to new cities too. Ask learners to locate places on the map.

Recommended exercises: LB: 1, 3 WB: 1, 4, 6

3. Today, draw shapes/outline of five countries on the board and write the languages spoken in those countries. As you write the languages on the maps, children should be able to guess that the topic for the day is 'Languages.'

There are no flashcards for this topic. However, play the audio. Ensure the learners repeat each language well.

Recommended exercises: LB: 4 | WB: 5, 7

4. Revise the languages by asking what is spoken in India, France, Jordan, Germany, and Spain! Make use of the same questions and answers to familiarise children with the question **Quelle langue parle-t-on en... ?**

When you use the verb **parle**, enact it by having your four fingers touch your thumb repeatedly (the action of twinkle twinkle). Bring the hand close to your mouth to indicate speak.

Learner's page (last section): Listen to the audio clip and encourage learners to repeat.

Recommended exercises: LB: 2, 5 | WB: 9, 10

## Leçon 2

5. Inform your learners that after a few more classes, they will be able to talk a little more about themselves. Ask them if they remember the names of the countries they have learnt. Have a quick recall and introduce the question ***D'où viens-tu ?***

List down the names of the countries on the right-hand side of the whiteboard. Alternatively, show them flashcards of countries. Now write the sentence ***Je viens de/d' + Pays*** on the left-hand side of the countries. Ask children to repeat the sentences after you. Ensure to use all country names with the sentence ***Je viens de/d' ...*** Tell them that they can also use a city name if they like.

Concentrate on the above question before you move on to ***Où habites-tu ?***

Repeat the same method to introduce ***J'habite à + Ville, J'habite en + Pays***. You can also be a little creative and draw houses and write the names of the cities inside them.

Do not miss the audio part that enhances their speaking skills. You can make audios fun and interesting by dividing learners into two groups. The first part is repeated by the first group then by the second. Tell them you want to know which group says it correctly, clearly, loudly and in sync.

Recommended exercises: LB: 1, 3, 4 | WB: 2, 3, 8, 11

6. When you enter the class, write the question – ***Quelles langues parles-tu ?*** Under the question, write six languages on the board in French. (anglais, hindi, espagnol, allemand, arabe, français). However, write 3 languages in big handwriting and two in small handwriting. Now tell them you speak these three languages pretty well and a little bit of the ones written in small writing.

Let your learners repeat the question a few times. Introduce them to the phrase – ***Je parle***. Add the word ***un peu*** and help them form a sentence. Later encourage them to write 2 or 3 languages in big handwriting and one in small writing. Motivate them to come in front of the class, show their notebooks and say, ***Je parle \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ et un peu \_\_\_\_\_.***

Recommended exercises: LB: 2 | WB: 9, 12

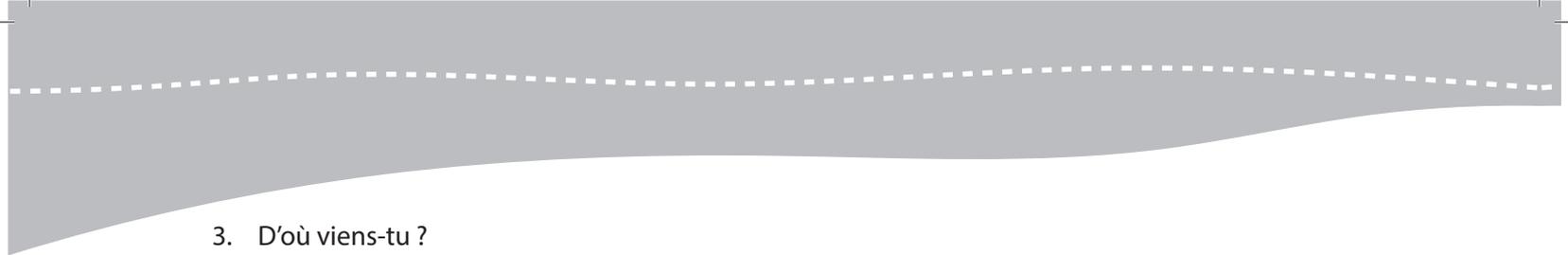
7. Consider doing the Merry-Go-Round activity today.
8. Dedicate the day to role-plays. Let learners choose their partners. Allow them 5 minutes of preparation time. The dialogue should start with a greeting and end with pleased to meet you, goodbye. Write the questions the learners need to ask.

To make the class more interactive, prepare the following before the class. On slips of paper, write a name (from the target country), country, city, and the languages the child can speak. For each language, write it in a different style or size. Make sure to mix up the slips of paper so that each learner gets a random selection.

Let learners assume a different identity and engage in conversations.

Touch upon the following questions:

1. Comment ça va ?
2. Comment t'appelles-tu ?

- 
3. D'où viens-tu ?
  4. Où habites-tu ?
  5. Quelles langues parles-tu ?

Try to maintain the order of the questions. Both partners should ask and answer.

9. For **exercice 10** from **Cahier d'exercices**, here is a way to conduct the activity.

Instructions: Here, you can again take the learners on a small tour around the world. As a group activity, ask them to look at the maps of France, Germany, Spain, India, and Jordan. Now ask them one by one to sort the cities and put them under the correct column.

**\*For reading comprehension:**

Instructions: Have learners read the texts loudly. When they read, encourage them to underline the key information. If required, let them read the texts one more time.

Assist children to do Ex 6 from **Livre de l'élève**.

Encourage learners to do Ex 12 from **Cahier d'exercices** on their own, read texts on their own and fill in the information. If you feel it is challenging, let them do the exercise in pairs or groups.

## Unité 3

### Objectives:

1. To learn numbers from 0-10
2. To ask and respond to the question 'how old are you?'
3. To identify colours
4. To ask and respond to the question 'what is your favourite colour?'

### Vocabulary:

zéro	les couleurs
un	un arc-en-ciel
deux	rouge
trois	orange
quatre	jaune
cinq	vert
six	bleu
sept	indigo
huit	violet
neuf	brun
dix	noir
Quel âge as-tu ?	blanc
J'ai un an.	Quelle est ta couleur préférée?
J'ai ____ ans.	Ma couleur préférée est ____.
les chiffres	

## Leçon 1

### Teaching strategies:

1. Start the class with a song on numbers. When the song is being played, write numbers from one to ten (in figures) on the blackboard. Play the song again and this time show the numbers either with your fingers, or by pointing to the numbers written on the board.

Most of the songs will not have zero. Make a zero with your hand and tell them in French, we call it **zéro**.

Show the flashcards with numbers from zero to ten and pronounce each number slowly and clearly. Repeat the process a few times to help students remember the numbers.

Ask learners to repeat each number after you. Encourage them to practice saying the numbers out loud several times until they feel comfortable.

Play the audio in French. Have the students listen carefully and try to repeat the numbers.

Recommended activity: Number race.

Recommended exercises: LB: 2, 3, 4, 8 | WB: 1, 5, 7

2. To revise numbers, you can begin by showing simple objects such as pencils, bottles (easily available objects) and ask the children to count the objects you have in your hand. Alternatively, you can ask them to run about and bring one pencil, two erasers etc. The numbers can be called out in French. For example, Get me **deux** pencils.

Now tell them that they will be able to ask and tell their age in the target language after this class. Create an exciting atmosphere when you say this!

Another warmup activity on numbers - Put the learners in pairs and give each pair a few objects (e.g., one learner gets 3 pencils, the second learner gets 4 erasers etc.). Have the learners practice counting and adding the objects.

Recommended exercises: LB: 1 |WB: 8

3. Start the day with the number song. Encourage children to sing the song the first time. Have the learners stand in a circle the second time and play the song again. This time guide them to clap on every even number.

Next, introduce the question – **Quel âge as-tu ?** on the board. Ask the question loudly and lead learners to show the numbers on their fingers corresponding to their age. For example, for I am six years old, learners can show 6 fingers and help them say the sentence. Alternatively, the children can also jump six times.

For better practice, make use of number flashcards. Ask the question – **Quel âge as-tu ?** and show a flashcard randomly. Help the learners say, **J'ai \_\_\_\_\_ ans** with the first few cards. After 5 flashcards, encourage learners to answer the questions on their own.

Recommended exercises: LB: 5, 6, 7 | WB: 2, 6

4. Recap the lesson by reviewing how to ask and answer the question - **Quel âge as-tu ?** in the target language. Encourage the learners to practice conversation. For this, get learners to make a flashcard with any age on it. Allow them to colour and draw as they please. Tell them to write any number they wish to.

Allot about 10 mins for the flashcard activity. Now collect all flashcards in a bag and mix them. Give each learner a flashcard. Encourage learners to practice the conversation. Allow them to mingle around and start with the question – **Comment ça va ? , Comment t'appelles-tu ? , Quel âge as-tu ?** And guide them to tell the age according to the flashcard they have.

Recommended exercises: LB: 7 | WB: 9

\*\* Do not forget to play the audios from learner's page. Encourage repetition.

\*\* For **exercice 7** from **Livre de l'élève**: This is a cut and paste activity. You will find the cut-outs on the last page of the workbook. Learners should have glue and scissors for this exercise. Ensure you monitor the activity closely when learners are using scissors.

## Leçon 2:

5. You can start the day with an **I spy** game. For example, **I spy something that is red**. Have children show you objects that are red. Next, repeat the same round with a flashcard on yellow (show the flashcard) and say the colour in the target language. Repeat the round till you have exhausted all flashcards. To add a fun element, you may also add a number to the instruction. For example, I spy 10 red pencils (the number and colour be in French). Display the flashcard every time you say the colour.

Show flashcards to familiarise children with colours. Say the word. Invite them to repeat colours and even fetch objects of the same colour. You can also hold up the first flashcard and elicit the colour (e.g., red). Chorus and practice saying the colour.

Play the audio clip, listen and repeat! Introduce the word **rainbow in French**. If time permits, encourage learners to draw a rainbow on A4 size sheets of paper, colour and label the colours in the target language.

Recommended exercises: LB: 1, 2, 3, 6, 8, 9

6. Today write (spread) a few words on the blackboard. For example, sky, sun, orange, tree, heart, moon, rose, etc. Ensure the words are written in the target language along with their article. Now with actions, gestures try to explain a word to them. For example, say the sky is blue while pointing at the sky. Say the sentence in the target language. Likewise start a sentence with the word and let them add the colour (after you explain what it is). You can also use pictures to show what the word is. Gradually encourage children to build these little sentences.

Provide learners with a variety of coloured objects such as balls, blocks, and toys. Ask them to sort the objects by colour and name the colour in the foreign language.

Recommended exercises: WB: 3, 10, 11, 12

7. Revise through books. Make use of learner's book and workbook to reinforce numbers and colours.

Create colour corners in your classroom, such as a red corner, a yellow corner, and so on. Divide your students into groups and allow each group to select their favourite corner. Assign activities to each group, such as drawing five red monsters, creating as many trees as possible in 40 seconds using the colour green, jumping ten times in 30 seconds, spinning around five times in 15 seconds, drawing as many moons as possible in one minute, counting the number of letters in the question **Comment t'appelles-tu ?**, and identifying the colour of water (save this question for last). Have one child from each

group participate in each activity. For activities like jumping and spinning, have each group take turns rather than performing the task simultaneously.

Ask the questions in the target language. Go slow and use as much as gestures during the activity. For example, **Dessine 5 monstres rouges, saute 10 fois, etc.** Show them the action of **dessine/saute** if required.

8. As a recap, you may show flashcards or objects of various colours and have children repeat the colours after you.

Give out all of the flashcards, 1 colour per child. Tell your learners to sit down. Say a colour (e.g., “red”) and the children holding that colour have to quickly stand up, jump and then sit down. Start off slowly and get faster and faster. If there are many learners in the class, hand over one flashcard to a pair or a group of three.

Now introduce the word favourite in the target language. When you do this, show a gesture of a heart indicating favourite. Say the sentence – **Ma couleur préférée est blanc.** Use the gesture every time you say favourite. Ask your learners if they know what you are saying. Allow them some time to guess.

Ask children which colour they like ( **Quelle est ta couleur préférée ?** ) and encourage replies in the target language. It is fine if children are not able to answer in full sentence. Nevertheless, prompt them. Use colour flashcards to say **Ma couleur préférée est \_\_\_\_\_.**

Recommended exercises: LB: audio clip on favourite colour.

9. Continue with the topic on favourite colour. Introduce the difference between favourite colour (singular) and favourite colours (plural). Use flashcards. For favourite colours, use more than one flashcard. Once the learners are familiar with the sentences, ask them for their favourite colours individually. However, this time, you show one/two/three flashcards and let them frame sentences. Help the learners if needed.

Recommended exercises: LB: 4, 5, 7 | WB: 4

# Unité 4

## Objectives:

1. To learn the months of the year
2. To ask and respond to the question 'what is your favourite month?'
3. To sing the birthday song and wish someone a happy birthday
4. To identify birthday related vocabulary

## Vocabulary:

un mois
anniversaire
janvier
février
mars
avril
mai
juin
juillet
août
septembre
octobre
novembre
décembre
Nous sommes en quel mois ?
Quel est ton mois préféré ?
un cadeau/ des cadeaux
une bougie/ des bougies
un ballon,/ des ballons
une fête/ des fêtes
un gâteau/ des gâteaux
Combien de... y a-t-il ?
C'est quand ton anniversaire ?

## Leçon 1:

### Teaching strategies:

1. Start off by looking at a calendar with everyone (in the target language, if possible). Have some fun with the calendar first: ask learners to point at holidays such as Christmas and to point out their birthdays. Ask what month their birthdays are in and indicate the corresponding month (e.g., January) at the top of the calendar page. Start to teach/ elicit the words for months as you discuss their birthdays. Ask what month it is now (using the calendar). You will easily find calendars in the target language on the internet.

Next, play the song on months. Encourage learners to get up from their seats and dance and sing to the song. Use flashcards to acquaint them with the vocabulary. Go on learner's page and point to the months when the song is playing in the background.

\*Do not forget to play the audio from the learner's book and have the learners repeat.

Recommended exercises: LB: 1, 2, 3, 4, 5

2. Carry some placards on months to the class. Prepare some coloured rectangles and write the months of the year with a thick marker on each rectangle. You'll be putting learners in pairs, so make enough sets for each pair. Write each month on a different coloured card. It will help the learners to quickly identify each month. Put your learners in pairs and give each pair a set of mixed-up cards. By referring to the calendar or the song being played in the background, have the pairs arrange the months in order on the floor or table. Then get everyone to touch each card and repeat after you as you chorus the months of the year. Run through a few times, getting faster and faster. Finally, get the pairs to mix up the cards and tell them they are going to race to see which pair can put their cards in order first. Say "Ready, steady, go!" and let the students put the cards in order.

Use the phrase ***Allez!***

Recommended exercises: WB 1, 4, 5

3. Revise the months with flashcards.

Introduce the question – ***Quel est ton mois préféré ?***

Since children have done favourite colour in the previous classes, talking about their favourite month won't be very challenging.

Let learners know that words are divided into masculine and feminine categories. It is not just people. Give them examples from Hindi so that they identify and draw a parallel to French. Say that In French, possessive adjectives (such as my) must agree in gender and number with the noun they modify.

So, because colour is a female, we say **ma** and month is masculine, we say **mon**.

Inform them that if they misplace **mon** and **ma**, their French will also sound odd!

Ensure each learner repeats the sentence and says it individually.

Recommended exercises: LB: 6, 7 | WB: 6, 8

4. Revise the months by playing the song on months. Encourage learners to sing along. Reduce the volume so that the learners are heard.

Carry blank slips of paper to the class. Hand them over to the learners and ask them to choose between

- **what is your favourite month** and **what is your favourite colour?** Note down the question on the slip of paper and collect all the questions. Now let the learners pick up a paper and address the question to someone in the class. When the learners are writing the question, ensure there is a balance of questions, or you may have to convince some to use the question that is in minority. Pay attention to the use of **mon** and **ma** when the learners answer.

Learners now get their own questions and each one answers in a turn.

Do not start with a new topic even if you have time. Try to revise previous units. Flashcards can serve as an excellent tool for reviewing concepts. Mix all flashcards and choose any flashcard activity that can be completed within the time frame.

## Leçon 2:

5. Start with a birthday song in the target language. It is going to be an obvious guess that the topic for the day is birthday.

Play the song for most part of the class and ensure the learners know the birthday song by the end of the lecture. Celebrate the birthdays of all children who have birthdays in that month by singing the song for them.

Encourage the question – **C'est quand ton anniversaire ?** and prompt them to give the month in the target language. Revise the months along and play the birthday song again. If they don't understand the question, ask them again via gestures.

As an extension activity, have the learners create greeting cards for their family member or friends and use terms like dear \_\_\_\_\_, happy birthday, with love from \_\_\_\_\_.

Recommended exercises: WB: 2

6. Start with the birthday song. Inform learners about learning vocabulary associated with birthday. Introduce the vocabulary with flashcards or video. Learners will also learn the plural forms for the vocabulary.

Use flashcards to drive home the concept of singular and plural. Show one cake and make them repeat the word. Then show the flashcard with multiple cakes and make the learners repeat.

To emphasise and reinforce plural forms, guide learners to follow your instructions. Say – **Il y a trois cadeaux, Il y a un cadeau, Il y a cinq gâteaux, etc.** and allow them time to draw and colour in their books.

Do not forget to mention that every noun likes to get categorised into masculine and feminine. And these words come with an article. Let them know why articles are used.

Recommended exercises: LB: 1 |WB: 3, 7

7. Today introduce learners to the concept of **Combien de ?** and the response to it.

Write the question **Combien de ballons y a-t-il ?** exactly as it is written on the learner's page in Lesson 2.

Demonstrate how to initiate an answer by drawing an arrow, like the example given in the book. Use the arrow to guide the students to begin their response with an introductory statement. - **Il y a ....**

Explain that the phrase **Il y a** possesses a magical quality in that it can convey both the meanings of *there is* and *there are*.

After providing a clear explanation of the concept, create a visual representation of candles and indicate the total number present.

Elicit responses to similar questions like these.

Recommended activities: LB: 2, 5 | WB: 10

8. Start with a birthday song in the target language.

Encourage the question – ***C'est quand ton anniversaire ?*** and prompt them to give the month in the target language. Since this question has been briefly tackled in one of the classes, learners should be able to answer it. However, encourage answers in full sentences. Revise the months along.

Teach the students the sentence ***Mon anniversaire est en (mois).*** Write it on the board and have the students repeat it after you.

Have the students practice saying the sentence with their own birthday month. For example, ***Mon anniversaire est en novembre.*** Encourage the students to say the sentence out loud several times, and to help each other with pronunciation.

As an extension activity, divide learners into groups; minimum 4/5 learners per group. Take a few sentences like ***My favourite colours are blue and orange, my favourite month is January, my birthday is in March, I am six years old*** etc. and write the words separately on different slips of paper. Guide the groups to look for the correct pieces, connect them and frame sentences.

If you think the learners need assistance, colour coordinate the words. For example, write the words - ***I am six years old*** on blue slips of paper, the next sentence on a different colour and so on...

To make the exercise more challenging, use a stopwatch. The team that finishes first is the winner.

Recommended exercises: LB; 3, 4, 6, 7, 8 | WB: 9, 11

# Unité 5

## Objectives:

1. To identify family members
2. To introduce family members
3. To ask and respond to questions - 'do you have siblings/pets?'
4. To ask and respond to question - 'how many members are there in your family?'
5. To ask and respond to questions - 'what is the name your mom/dad?'

## Vocabulary:

un mois
anniversaire
janvier
février
mars
avril
mai
juin
juillet
août
septembre
octobre
novembre
décembre
Nous sommes en quel mois ?
Quel est ton mois préféré ?
un cadeau/ des cadeaux
une bougie/ des bougies
un ballon,/ des ballons
une fête/ des fêtes
un gâteau/ des gâteaux
Combien de... y a-t-il ?
C'est quand ton anniversaire ?

## Leçon 1:

### Teaching strategies:

1. You can start the day with ***Do you want to know how the French children call/address their mom, dad, grandpa, grandma? Let's learn it today!***

Play the family song. After a few rounds, introduce the vocabulary via flashcards. Introduce the new vocabulary by showing the pictures or flashcards of family members in the target language and writing the words on the whiteboard. Say the words out loud and have students repeat them after you. Then, go through the words with the students and have them repeat them several times.

If time permits, choose to do an activity from the books.

Recommended exercises: LB: 1, 2, | WB: 1

2. Start the day with family members. For today's class, carry pictures of your family members to the class. The easiest way to contextualise a lesson about family is to show students pictures of your family. Showing your family will likely be very interesting to your learners. Preferably carry your childhood family picture.

Draw 7 squares on the top of your board in a row. Hold up a photo of yourself and ask "Who is this?" Elicit that it is you, hold the photo inside the middle square and write your name under the photo. Next take out another photo (e.g., your father) and again ask "Who is this?" Elicit and revise the family vocab and hold the photo in one of the squares and write the word (e.g., "father") under the photo. Do for all of the following: father, mother, brother, sister, grandfather, grandmother - you may not have some of these family members, but for the sake of this lesson, use photos of friends, etc., and pretend they are your brother, grandmother, etc.

First ask the question - ***Who is this?*** In English, gradually as the learners know what you are asking, shift to ***Qui est-ce ?***

Your learners will really enjoy seeing your family photos and will probably ask questions - feel free to extend the information you give on your family members, especially if it reviews previous lessons, such as names and ages.

Next draw a line in the middle of the board. On one side write ***mon*** and on the other side write ***ma***. Explain the importance of the words once again.

Ensure learners learn the correct distinction between ***mon*** and ***ma***. Now show flashcards and ask where the person should go!

Recommended exercises: LB: 3, 4 | WB: 3

3. Ask your learners to carry pictures of their family for this class. Along with pictures, encourage them to carry a coloured paper. Let them make squares on the paper like the ones you had made. Ask them to stick pictures of their family members and label them.

Introduce the phrase ***Voici mon/ma + membres***. Encourage each learner to come forward and introduce their family members.

Recommended exercises: LB: 5 | WB: 4

4. Devote the day to an activity that places greater emphasis on ***mon*** and ***ma***. Revise the phrase ***Voici***

**mon/ma + members.** Make use of drawing activities.

## Leçon 2:

5. Having learnt how to say **this is my family member**, tell learners it is time to be able to tell their names. Ask them if they are excited to tell their dad or mom's name in the target language! Create a lot of excitement when you say it!

Like in the previous class, make two columns, and write the words **ton/ta**. Have the learners segregate family members and place them under the appropriate column. Once the concept of **ton** and **ta** is clear, go ahead with the rest of the question.

Write the question – **Comment s'appelle ton papa?** Write a name under the question. Encourage learners to make a full sentence by adding **Mon papa s'appelle + nom**. Similarly, write – **Comment s'appelle ta maman ?** Under the question, write a name. Add **Ma maman s'appelle + nom** to complete the sentence. Encourage the learners to build sentences. Ask these questions to each learner and guide them to answer. Repeat the questions asking the names of grandparents, siblings, pets, etc. If they do not have pets and siblings, let them repeat the names of anyone from their family.

Recommended exercises: LB: 6, 7, 8 | WB: 5

6. Play the family song. Revise concepts and sentences done in the previous classes. Throw general questions around. For example, **Qui est-ce ?** and show a flashcard, **Comment s'appelle ton papa/ ta maman etc?**

Introduce the topic for the day: **As-tu des frères et des sœurs ?** Use flashcards to introduce the topic. Show the flashcard of a brother and a sister. Ask the learners if they have siblings. Encourage responses such as **Oui/ Non**.

Inform the learners that there are three different ways to answer this question. To bring more clarity, draw a cloud and write the question in it. Tell the learners if someone asks me this question, I say I have a sister. Draw an arrow diagonally on the left and write **Oui, j'ai une sœur**. Have learners repeat the sentence.

Once you are sure that learners are comfortable with this sentence and tell them I want to say **I have a brother**. Draw an arrow coming down diagonally left from the cloud and write **Oui, j'ai un frère**. Allow the learners to repeat the sentence a few times.

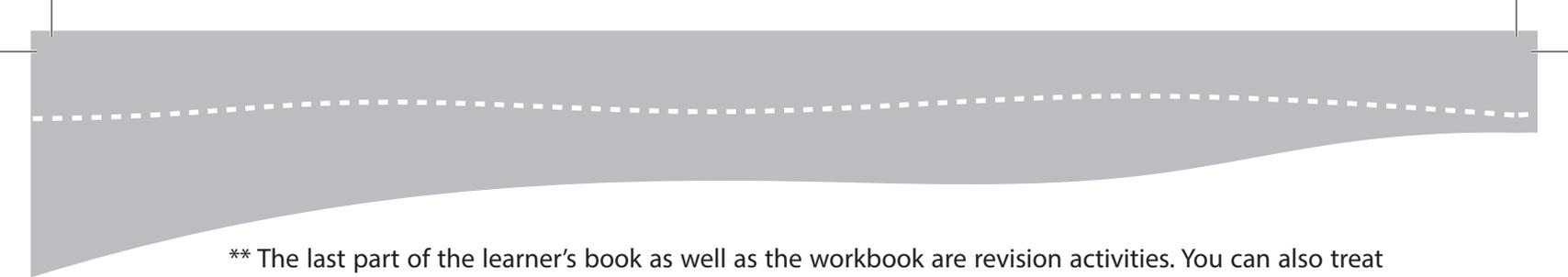
Now bring an arrow straight down from the cloud that says **Non, je n'ai pas de frères et de sœurs. Je suis enfant unique**. Repeat the sentence and ask the question again. Each time you ask the question, show a flashcard and elicit the correct response.

Stress on the usage of **un, une**. Without getting too much into grammar, just say that when we use masculine nouns use **un** and feminine nouns use **une**.

7. With a similar approach you can introduce the next question – **Combien de membres y a-t-il dans ta famille ?** and **As-tu des animaux de compagnie ?** However, do not introduce both the questions on the same day.

Instead of a cloud, draw a star or any other shape in which you can put the question and write the answers around the question. Repeat the same procedure.

Recommended exercises: LB: 1, 2, 3, 4, 5, 6, 7 | WB: 6, 7, 8, 9, 10, 11



\*\* The last part of the learner's book as well as the workbook are revision activities. You can also treat them as a part of evaluation to assess learners.

\*\* You can incorporate the exercise routine activity at any time during the class, whether it's at the beginning, in the middle, or at the end of the class. It's also an effective way to provide learners with a break whenever you feel they need one

# Autoévaluation !

## Teaching strategy:

Treat this as evaluation. The learners should complete the evaluation within 40 minutes. Speaking to be done on another day.

## Bingo

Instructions:

1. Encourage learners to cut any pictures and paste them on their Bingo sheets. They can be in any random order according to their choice.
2. Call out words/phrases.
3. Learners identify the words/phrases that have been called out and strike off the word.
4. If a learner has all words or pictures covered diagonally, across a row or vertically in a column, they should call BINGO.
5. If a student claim they have BINGO and they are incorrect, they are disqualified from that round.

# Classroom activities:

## Unité 1 – Leçon 1

### Activity: Exercise routine

Say the following and have your students follow your lead: "Stand up (teacher stands and so does everyone else), "Hands up / hands down" (x 3-5), "Jump" (x3-5), "Run! / Stop!" (x3-5), "Turn around! / Stop!" (x3-5), finally "Sit down". Throughout the course you can introduce other commands, such as "Hop", "Wiggle", "Crouch" and so on.

The commands are :

Stand up - Levez-vous !

Hands up/ hands down - Les mains en l'air / Les mains en bas !

Jump - Sautez !

Run - Courez !

Turn around/ stop - Tournez-vous / Arrêtez !

Sit down - Asseyez-vous !

Hop - Faites un petit saut !

Wiggle - Remuez !

Crouch - Accroupissez-vous !

### Activity: Four corners

Materials required: 4 coloured mats/coloured chalks

Instructions: Place the coloured mats in four corners of the classroom or draw four circles with coloured chalks. Label these mats/circles as good morning, good afternoon, good evening and good night. Now play the Hello song and ask children to run around or dance. Pause the song and ask children to select any corner. Now call out any of these words. The children standing in that corner have to say the word thrice in unison. The teacher who plays the song will face the other way round or close his/her eyes.

### Activity: Pass and Say

Materials required: Flashcards

Instructions: This one is simple but effective. Have students sit in a circle. Show them a flashcard and say the word. Pass it to the kid sitting next to you and encourage him/her to say the word and pass it to the next person. For larger groups, you could have two or three cards going around at once.

### Activity: The Neck Exercise

Materials required: none

Instructions: Give the children a demo of moving their necks up, down, left and right. Now associate a greeting with each action.

Neck up - Goodbye

Neck down - See you soon

Neck sideways (left)- See you later

Neck sideways (right)- See you tomorrow

Call out the words in random order and ask the children to perform the action associated with the word. To bring in some fun element, go slow with the calling in one round, and fast in the other.

## Unité 1 Leçon 2

### Activity: Square Off!

Materials required: Coloured chalks.

Instructions: Draw two squares in two corners of the room. Write Girl in one and Boy in the other. Ensure the circles are far away from each other. Now make your learners stand in a circle in the middle of the room. Play the hello song and encourage your learners to dance and move around in the circle till you pause the song. Now call out either Boy or Girl. Let everyone run to the circle corresponding to the word that is called out!

Repeat the rounds a few more times. In the last round you can ask the girls to go to Girl corner and boys to Boy corner.

Remember girl and boy have to be in the target language.

### Activity: Hop and Jump

Materials required: Coloured mats/ Coloured newspapers

Instructions: Spread the coloured mats on the floor one after the other. Each colour represents one word.

For example,

Blue is **Je**, red is **m'appelle**, yellow is **the name of the child**.

Form a line and ask learners to jump on the mats while they say the words loudly. The child who finishes can again go at the end of the queue and join the line

Draw a huge tree with Je m'appelle written in the centre.

### Activity: Tree-a-Name

Materials required : Blackboard and chalk

Instructions: Draw a huge tree with **Je m'appelle** is written in the centre. Try to make it colourful. Draw circles around it along the edges of the tree and ask learners to write their names in the circles and if time permits draw their faces. Once the child completes the task, he/she can say My name is \_\_\_\_\_ loudly with the gesture of crossing arms. The one who shouts out first earns a star!

Draw circles around it and...

### Activity: Flashcard Whispers

Materials required: flashcards

Instructions: Stick some flashcards on the wall/blackboard, or line them up on the floor or a table. Have learners stand in a line. Choose a word/sentence and whisper it to the first participant. That participant then whispers it to the next learner and so on. The learner at the end of the line must run and bring you the correct flashcard. Repeat, ensuring all learners get a chance to run and fetch a card.

### Activity: Handshake & role play

Materials required: none

Instructions: Put your learners into pairs. Encourage them to ask 'How are you?' and give responses to the same in the target language.

Please find a sample dialogue below:

Alice: Bonjour! Comment ça va ?

Léo: Bonjour! Ça va très bien ! Et toi ?

Alice: Ça va bien ! Comment t'appelles-tu ?

Léo: Je m'appelle Léo. Et toi ?

Alice: Je m'appelle Alice.

Léo: Enchantée !

Alice: Moi aussi ! Au revoir !

Léo: À bientôt !

## Unité 2 – Leçon 1

### Activity: Map reading

Materials required: Map of the target country

Instructions: Divide children into groups. Supply each group with a map of the target country (France/Germany/Spain). Use coloured maps preferably. Once every group has a map each, tell them you will call out the name of a city or a province and the groups have to locate them on the map within a set time limit. Begin with easy ones like the capital city that they have heard and more obvious ones and then gradually increase the level of difficulty.

This is not only a fun game but also helps learners get acquainted with the country they are learning about.

### Activity: Language posters

Materials required: Map of Europe (can be sourced from the net).

Instructions: Provide a map of Europe to each pair and encourage them to write/colour the names of the languages spoken in the country and draw their corresponding flags. This will help students associate the language with the country.

### Activity: Tag IT!

Materials required: open space

Instructions: Take your learners to an open space/playground. One of the learners is IT while the others run around. The job of IT is to tag another learner and ask any of the questions- **where do you come from** or **where do you live?** The learner answers and assumes the role of it and continues the game.

### Activity: Merry - Go - Round!

Materials required: Pieces of paper and a bowl.

Instructions: Write languages on a few slips of paper and put them in a bowl. Let each child have a paper. Now

form two circles; outer and inner circle. The learners in the inner circle ask the question - which languages do you speak? and the learners in the outer circle answer. Once the pair has finished asking and replying, the learners in the inner circle move to their right; this time facing a new partner.

After one round, have the learners exchange their roles. The outer circle becomes the inner circle and vice-versa.

### **Activity: Flashcard Whispers**

Materials required: flashcards

Instructions: Stick some flashcards on the wall/blackboard, or line them up on the floor or a table. Have learners stand in a line. Choose a word/sentence and whisper it to the first participant. That participant then whispers it to the next learner and so on. The learner at the end of the line must run and bring you the correct flashcard. Repeat, ensuring all learners get a chance to run and fetch a card.

## **Unité 2 – Leçon 2**

### **Activity: Musical Chairs**

Materials required: Chairs/stools, coloured clay/flashcards or coloured objects, paper glass/containers

Instructions: Here's an activity which you can do in your class while playing the colours song. Have some chairs/stools placed in a circle (chairs facing outwards). Now place a flashcard or different coloured clay/objects in a small container/paper glass under the chairs. Let children run around the chairs in circle and when the music pauses, have the children pick up the object/flashcard and say the colour aloud! Repeat the rounds.

## **Unité 3 – Leçon 1**

### **Activity: Number hunt**

Materials required: flashcards.

Hide numbers 1-10 around the classroom or outdoor area and ask the learners to find and identify them in the target language you are teaching. For example, say I want number 6 and have the learners look for number 6. If they happen to find any other card while looking for number six, hide that card again.

### **Activity: True or False**

Materials required: flashcards.

Instructions: Use a chalk and draw two circles on the floor and designate one circle 'True' and the other 'False'. Hold up a flashcard and say the word. If learners think that you have said the correct word they jump on the True side, if not, they jump on the False side.

For the first round use number flashcards. For subsequent rounds, include flashcards from previous units for revision.

### **Activity: Flashcard making**

Materials required: Colours, square papers.

Instructions: Have learners create flashcards with the numbers 1-10 in the target language.

### **Activity: Put in the box**

Materials required: Box, objects

Instructions: Get a big box of objects and make sure you have enough objects of each category for the numbers you are teaching (e.g. 3 plastic fruits, 5 cars, 10 pencils, etc.). Throw the objects all around the classroom. Then choose a student and say, "Max, put three (pencils) in the box." As the learner picks up each object make sure everyone counts along (1... 2 ... 3). Then have the learner count the objects as she/he puts them in the box. Do this with everyone. Finally, for a bit of crazy fun, throw all the objects out and let everyone scramble to find, count and put all of their objects back in the box again (all at the same time!).

### **Activity: Pass the ball**

Materials required: A soft ball, flashcards

Instructions: Hold up a squishy ball, point to it and say, "How old are you?" Then hold up a flashcard with the number written on it and say, "I'm five." Demo with several students. Give the ball to one learner and the flashcard to another learner. Have them stand up. Get them to practice the dialogue. Do this several times with several different students until the class gets a feel as to what they are supposed to do. If the learners are very timid or shy, have two learners for each part stand up and do the dialogue. So, two learners say, "How old are you?" And the other two learners say, "I'm five." Play music and get the learner to pass the ball and flashcard around the circle, both going in opposite directions. Stop the music. The two learners holding the ball and the flashcard stand up and do the dialogue.

### **Activity: Hopscotch**

Materials required: Chalks

Instructions: Draw the hopscotch pattern on the ground. The pattern should have ten numbered squares in a row, with the first square marked "1" and the tenth square marked "10." Choose who goes first. The player who goes first tosses a small object, such as a stone or a beanbag, into the first square.

Other learners ask "How old are you?" The player first tells the age and then hops on one foot into the first square, picking up the object on the way. They must then hop on one foot to the second square, and then on to the third square. At the fourth square, they must turn around and hop back, placing the object in the second square.

The player then hops over the second square and on to the third square, and continues hopping through the rest of the squares. They must skip the square with the object in it on the way out.

## **Unité 3 – Leçon 2**

### **Activity: Musical Chairs**

Materials required: Chairs/stools, coloured clay/flashcards or coloured objects, paper glass/containers

Instructions: Here's an activity which you can do in your class while playing the colours song. Have some

chairs/stools placed in a circle (chairs facing outwards). Now place a flashcard or different coloured clay/objects in a small container/paper glass under the chairs. Let children run around the chairs in circle and when the music pauses, have the children pick up the object/flashcard and say the colour aloud! Repeat the rounds.

### **Activity: Crocodile-Crocodile, which is your favourite colour?**

Materials required: none

Instructions: All players (except one who is chosen as 'Mr Crocodile') stand side by side at one side of the room, facing the other side. Mr Crocodile stands in the middle of the room.

The players chant, Mr Crocodile may we cross the river? The crocodile says No. If not, why not, Which is your favourite colour?

Mr Crocodile calls out one colour name and any of the players wearing that colour are safe to cross past Mr Crocodile to the other side of the room. For example, if Mr Crocodile calls, blue, anyone wearing blue is safe to cross. Once the safe players are across to the other side of the space, the players not wearing the selected colour must try to run across to the other side of the room without being caught by Mr Crocodile. The player that is caught becomes the next Mr Crocodile and the game starts again.

If your learners are very young, you be the crocodile and help them cross the river without them getting caught. Play the 'colour' song in the background.

### **Activity: Cultural aspects**

Materials required: papers & colours

Instructions: Divide children into groups and supply them with a chart paper. Tell them the colours of French flag. Encourage them to make flags of France.

To add a challenge to this activity, you can ask the children to research and include some additional information about the French flag on their chart paper, such as:

- a. What are the colours of the French flag and what do they represent?
- b. When was the French flag first adopted and by whom?
- c. What are some other flags that are similar to the French flag?
- d. Can you name some famous French landmarks or cultural symbols that include the French flag?

Answers:

- a. The colours of the French flag are blue, white, and red. Blue represents freedom, white represents equality, and red represents fraternity.
- b. The French flag was first adopted on February 15, 1794, during the French Revolution. It was designed by Jacques-Louis David and was initially used as a military flag.
- c. Some other flags that are like the French flag include the flags of the Netherlands, Luxembourg, and Russia, which all have the same colours (although in a different order).
- d. There are many famous French landmarks and cultural symbols that include the French flag. For example, the Eiffel Tower is often lit up in the colours of the French flag during national celebrations, and the French national soccer team often wears uniforms with the French flag on them during international

matches. The French national anthem, "La Marseillaise," also refers to the French flag in its lyrics.  
Hang the chart papers in your language class.

### **Activity: Colour Stand Up and Jump**

Materials required: coloured papers/ objects

Instructions: Give out all of the coloured papers, 1 colour per student. Tell your learners to sit down. Say a colour (e.g. "red") and the learners holding that colour have to quickly stand up, jump and then sit down. Start off slowly and get faster and faster.

In the next round add the question - What is your favourite colour? The learner tells his/her favourite colour. Add a gesture to this such as standing up, clapping or turning around and then sitting.

## **Unité 4 – Leçon 1**

### **Activity: STOP!!**

Materials required: flashcards

Instructions: Sit with your learners in a circle with flashcards. The teacher shuffles the cards till the learners shout out STOP! Hide the card that is on the top. Lay down the rest of the cards on the floor and say out each phrase/word aloud. Encourage the children to repeat after you. Now ask the children to find the card that is gone missing!

This is a good vocab review activity.

### **Activity: Hide n Seek**

Materials required: flashcards

Instructions: Spread all the flashcards all over the classroom with the picture side facing up. You may even hide the cards under chairs. Now divide learners into two teams. Call out the phrase or a word and ask the groups to find the flashcard. Repeat the rounds.

For example, hide the month flashcards. Call out January. The team that finds the card, says the phrase - My favourite month is...The team that gets the maximum number of cards wins the game.

### **Activity: Beanbag toss**

Materials required: Small beanbag or a stuff toy

Instructions: Lay the flashcards around on the floor. Learners toss a bean bag or small stuffed animal towards the cards. Whichever flashcard it lands closest to is solved/identified and collected. Guide learners to say - My favourite month is + the word on the flashcard.

## Unité 4 – Leçon 2

### Activity: Birthday Song

Materials required: none

Instructions: Play the birthday song music. You will easily find it on YouTube. Encourage learners to sing on the song. Appreciate their efforts even if they are out of tune or beats.

### Activity: Rapid-fire

Materials required: none

Instructions: Here you can tell learners that you will say some words in English and they should give the equivalents in the target language. Be a little fast when you call out the words.

Divide children into two teams and award them with points when they get the answers correct. Use this activity to revise singular and plural and previous vocabulary.

### Activity: How many??

Materials required: drawing books, colours

Instructions: Have learners get a paper and some colours and ask them to follow your instructions. Give them tasks like draw two candles, seven cakes etc. Give the instructions in the target language.

### Activity: Fish it & match it!

Materials required: Flashcards

Instructions: Write some phrases/words on a big book or on the blackboard. Mix all flashcards in a bowl. Include the flashcards from the previous units as well. Now call out a phrase or a word and ask the children to hunt for it. However, divide learners into two teams. Once learners find the flashcards, they should run to the board and check if they can find the phrase/word. If the word is on the board, the learners can place the flashcard on the phrase. Repeat the rounds till all the cards are discarded or placed on the book.

## Unité 5 – Leçon 1

### Activity: Family Corners!

Materials required: chalks

Instructions: Draw a few big circles/houses in the classroom. Assign these corners names like Grandad, Grandma, Papa and Mama. Play the family song and have children run in circles. When the music is paused, children should go to one of the houses. Without looking, call out any of the house names. Example: grandpa's house.

The children from that corner are out of the game for one round and can join back in the next one.

Repeat the rounds.

### Activity: Draw your Family

Materials required: Colours, plain papers/drawing book

Instructions: You will need a drawing book and some colours. Ask your children to draw all the family members and name them in the target language. If theirs is a nuclear family, ask children to draw an imaginary family with grandparents, siblings etc. Colour the picture and display it in the classroom!

After they have finished their drawing, encourage them to come in front of the class and introduce their family members.

### **Activity: What's in a name?**

Materials required : none

Instructions: Have learners make a table in their notebooks. The table should have at least 8 columns and 5 rows. Each column will take one family member. For example, dad, mom, brother, sister, grandma, grandpa, dog, cat. In the rows, learners will write the names of the other learners they intend to ask questions to.

Encourage learners to go to at least five learners and ask questions such as **What is your dad's name? ,What is your mom's name?** etc. If a learner doesn't have siblings or grandparents or pets, ask the learner to leave the column blank or put a dash.

The conversation should be in the target language.

### **Activity: Family Tree**

Materials required: Chart papers, colours, glue

Instructions: Give out a piece of coloured paper/card to each student. They are each going to make a family tree poster of their family. Begin by demonstrating the activity - with a green and brown crayon draw a large tree, filling up the whole piece of paper. At the top write in large letters "My family". Then, either stick your photos family photos onto the tree or draw pictures of your family (grandparents at the top, next your parents and you and your siblings at the bottom). Finally, under each family member photo/picture write the vocab (grandfather, mother, etc.).

Now get your students to do the same. If they brought in photos they can use them on their poster - if not, encourage them to draw pictures of their family members. Students can copy the words from your poster (display it clearly).

## **Unité 5 – Leçon 2**

### **Activity: Sentence scramble**

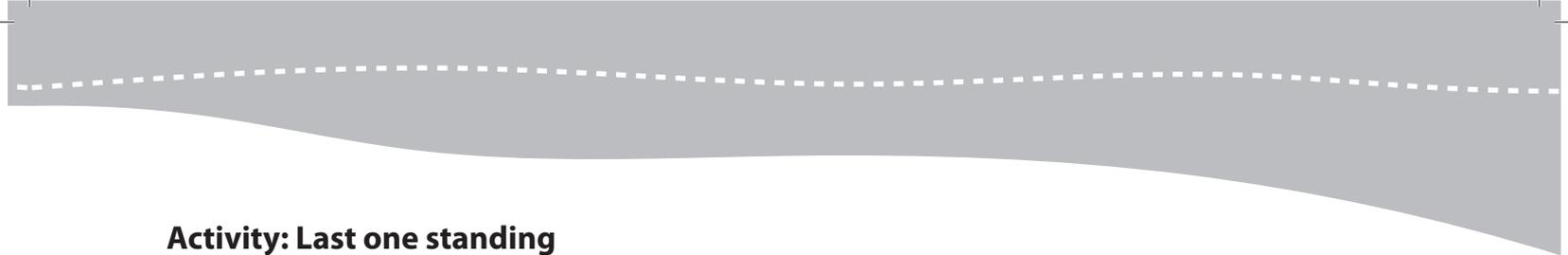
Materials required: chalk and blackboard

Instructions: This is one of the most traditional learning board games. Scramble is loved by almost everyone. It's a quality game that improves your memory skills and vocabulary all at the same time.

But here's the twist: When in the classroom, you scramble the letters on the board in no particular order. Allow learners to unscramble the words in 1 minute time. The learner who unscrambles the most words in the least time will win in the end.

Alternatively, this can be also played in teams.

Use this activity after you introduce all the questions and answers from lesson 2.



## **Activity: Last one standing**

Materials required: A ball

Instructions: You will need a large ball to play this game. Begin by asking a question and throwing the ball to a learner. As soon as he/she catches it, that learner must answer, ask another question and then immediately throw the ball to another learner. That learner in turn must answer, ask a question and throw to another learner. This continues until a learner catches the ball and cannot immediately ask or answer and that learner is then “out.” He/she must leave the circle. This continues at a rapid pace until there is just one learner is left. That learner the winner. Students of all ages enjoy this fast-paced game.

Initially go slow and gradually increase the speed.

## **Jeu**

This is a great way to make revision fun and interesting. Divide learners into groups. Each group should have only 4 to 5 participants. You will require a die for each group.

# TRANSCRIPTION

## Unité 1 Leçon 1

Track No	Title	Transcript
1	Unité 1 Leçon 1: Saluer	Le matin: Bonjour ! L'après-midi: Bonjour ! Le soir: Bonsoir ! La nuit: Bonne nuit !
2	Unité 1 Leçon 1: Comment ça va ?.. Et toi ?	Boy voice: Ça va très bien ! .... Et toi ? Boy voice: Ça va bien !...Et toi ? Girl voice: Ça va !...Et toi ? Girl voice: Ça ne va pas bien !...Et toi ?
3	Unité 1 Leçon 1: Prendre congé	Girl voice: Au revoir ! Girl voice: À bientôt ! Girl voice: À demain !
4	Unité 1 Leçon 1: Ex 2: Écoute ! Que disent les enfants ?	Adult voice : Bonjour ! Léo, comment ça va ? Boy voice: Ça va très bien ! Merci ! Adult voice : Bonjour ! Marcus, comment ça va ? Boy voice: Ça va bien ! Merci ! Adult voice : Bonjour ! Zoé, comment ça va ? Girl voice: Ça va ! Adult voice : Bonjour ! Manon, comment ça va ? Girl voice: Ça ne va pas bien !

## Unité 1 Leçon 2

Track No	Title	Transcript
5	Unité 1 Leçon 2: Comment t'appelles-tu?	Girl voice: Salut ! Comment t'appelles-tu ? Boy voice: Je m'appelle Marcus. Et toi ? Girl voice: Je m'appelle Manon.
6	Unité 1 Leçon 2: Qui es-tu ?	Girl voice: Je suis une fille. Boy voice: Je suis un garçon.
7	Unité 1 Leçon 2: Politesse	Girl voice: Merci ! Girl voice: De rien ! Girl voice: Enchantée ! Girl voice: Moi aussi !
8	Unité 1 Leçon 2: Ex 4: Écoute et répète !	Girl voice : Salut ! Comment t'appelles-tu ? Boy voice: Je m'appelle Marc. Et toi ? Girl voice : Je m'appelle Anne. Boy voice: Comment ça va ? Girl voice : Ça va très bien ! Et toi ? Boy voice: Ça va super bien ! Merci ! Girl voice : Enchantée ! Boy voice: Moi aussi !

9	Unité 1 Leçon 2: Prénom-nom de famille	Prénom : Manon   Nom de famille : Legrand Girl voice: Salut ! Je m'appelle Manon Legrand.  Prénom : Marcus   Nom de famille : Boucher Boy voice: Salut ! Je m'appelle Marcus Boucher.
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## Unité 2 Leçon 1

Track No	Title	Transcript
10	Unité 2 Leçon 1: Villes - Pays- Langues	Voici la France. Paris est la capitale de la France. Le drapeau français
11	Unité 2 Leçon 1: Comment s'appelle la capitale de... ?	Quelle est la capitale de l'Espagne ? Madrid est la capitale de l'Espagne. Quelle est la capitale de l'Allemagne ? Berlin est la capitale de l'Allemagne. Quelle est la capitale de l'Inde ? New Delhi est la capitale de l'Inde. Quelle est la capitale de la Jordanie ? Amman est la capitale de la Jordanie.
12	Unité 2 Leçon 1: Quelle langue parle-t-on en... ?	Quelle langue parle-t-on en France ? En France on parle français. Quelle langue parle-t-on en Espagne ? En Espagne on parle espagnol. Quelle langue parle-t-on en Allemagne ? En Allemagne on parle allemand. Quelle langue parle-t-on en Jordanie ? En Jordanie on parle arabe. Quelle langue parle-t-on en Inde ? En Inde on parle hindi.
13	Unité 2 Leçon 1: Ex 5: Qu'entends-tu ? Choisis et écris le bon mot.	1. En <b>France</b> on parle français. 2. New Delhi est la capitale de l' <b>Inde</b> . 3. <b>Que</b> langue <b>parle</b> -t-on en France? 4. En Allemagne on parle <b>allemand</b> . 5. La capitale de l'Espagne est <b>Madrid</b> . 6. En Jordanie on parle <b>arabe</b> .
14	Unité 2 Leçon 1: Ex 6: Écoute ! Où habitent les enfants ?	Où habites-tu ?  Boy voice: Hello! Je m'appelle Ansh: J'habite à New-Delhi. Girl voice : Hola! Je m'appelle María: J'habite à Madrid. Girl voice :Hallo! Je m'appelle Anne: J'habite à Berlin. Girl voice : As-salaam 'alykum! Je m'appelle Alia: J'habite à Amman. Boy voice: Salut ! Je m'appelle Jean J'habite à Lyon. Boy voice: Bonjour ! Je m'appelle Alexandre. J'habite à Paris.

## Unité 2 Leçon 2

Track No	Title	Transcript
15	Unité 2 Leçon 2: D'où viens-tu ?	Je viens d'Inde. Je viens de France. Je viens d'Espagne. Je viens de Jordanie. Je viens d'Allemagne.
16	Unité 2 Leçon 2: Où habites-tu ?	J'habite à Lyon en France. J'habite à Paris en France.
17	Unité 2 Leçon 2: Quelles langues parles-tu ?	Girl voice: Je parle allemand et un peu anglais. Boy voice: Je parle espagnol et un peu français.
18	Unité 2 Leçon 2: Ex 4: Qu'entendstu ? Choisis la bonne option !	Boy voice: 1. Hallo! Je m'appelle Max. Je viens d' <i>Allemagne</i> . Boy voice: 2. ¡Hola! Je m'appelle Carlos. Je parle <i>espagnol</i> . Boy voice: 3. Bonjour ! Je m'appelle Léo. J'habite à <i>Paris</i> . Boy voice: 4. As-salaam 'alykum! Je m'appelle Ali. J'habite à <i>Amman</i> . Girl voice: 5. Namasté. Je m'appelle Jia. Je viens d' <i>Inde</i> .

## Unité 3 Leçon 1

Track No	Title	Transcript
19	Unité 3 Leçon 1: Les Chiffres	zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix
20	Unité 3 Leçon 1: Âge: Quel âge as-tu ?	Boy voice: J'ai un an. Boy voice: J'ai deux ans. Girl voice: J'ai trois ans. Girl voice: J'ai six ans.. Boy voice: J'ai huit ans.
21	Unité 3 Leçon 1: Ex 6: Écoute et écris l'âge de chaque enfant.	Quel âge as-tu ? Girl voice: Je m'appelle Anne. J'ai six ans. Boy voice: Je m'appelle Louis. J'ai neuf ans. Girl voice: Je m'appelle Sophie. J'ai sept ans. Boy voice: Je m'appelle Thomas. J'ai huit ans. Boy voice: Je m'appelle Alexandre. J'ai cinq ans. Boy voice: Je m'appelle Jean. J'ai dix ans.

## Unité 3 Leçon 2

Track No	Title	Transcript
22	Unité 3 Leçon 2: Les Couleurs	rouge, orange, jaune, vert, bleu, indigo, violet, brun, blanc, noir
23	Unité 3 Leçon 2: Couleur préférée	Quelle est ta couleur préférée ? Ma couleur préférée est bleu. Quelles sont tes couleurs préférées ? Mes couleurs préférées sont bleu, blanc et rouge.
24	Unité 3 Leçon 2: Ex 4: Quelles couleurs entendstu ?	un- jaune deux- blanc trois- brun quatre- noir

25	Unité 3 Leçon 2: Ex 5: Écoute et écris la bonne couleur.	<ol style="list-style-type: none"> <li>1. Ma couleur préférée est vert.</li> <li>2. Mes couleurs préférées sont blanc et rouge.</li> <li>3. Ma couleur préférée est bleu.</li> <li>4. Ma couleur préférée est orange.</li> <li>5. Ma couleur préférée est jaune.</li> </ol>
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#### Unité 4 Leçon 1

Track No	Title	Transcript
26	Unité 4 Leçon 1: Les Mois de l'année	janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre.
27	Unité 4 Leçon 1: Ex 7: Écoute et écris le mois !	<ol style="list-style-type: none"> <li>1. exemple: 1.octobre</li> <li>2. mai</li> <li>3. juin</li> <li>4. mars</li> <li>5. février</li> <li>6. Ho!Ho!Ho! décembre</li> </ol>

#### Unité 4 Leçon 2

Track No	Title	Transcript
28	Unité 4 Leçon 2: Ex 4: Écoute et complète.	<ol style="list-style-type: none"> <li>1. Boy voice: J'ai trois ans. Mon anniversaire est en mars.</li> <li>2. Boy voice: J'ai neuf ans. Mon anniversaire est en février.</li> <li>3. Girl voice: J'ai cinq ans. Mon anniversaire est en avril.</li> <li>4. Boy voice: J'ai sept ans. Mon anniversaire est en décembre.</li> <li>5. Boy voice: J'ai huit ans. Mon anniversaire est en août.</li> </ol>

#### Unité 5 Leçon 1

Track No	Title	Transcript
29	Unité 5 Leçon 1: Ma famille	Mon papie, ma mamie, mon frère, ma sœur, ma maman, mon papa, mon chien, mon chat et moi!
30	Unité 5 Leçon 1: Voici ma famille	Voici mon papa. Voici ma maman.
31	Unité 5 Leçon 1: Ex 7: La famille d'Emma : qui est qui ? Écoute et montre la personne.	Hallo! Je m'appelle Emma et voici ma famille. Aujourd'hui c'est l'anniversaire de maman. Ma maman s'appelle Julie et mon papa s'appelle Pierre. J'ai aussi un frère. Il s'appelle Ben. Il a six ans Ma mamie s'appelle Barbara.Mon papie s'appelle Carl. J'ai aussi un chien. Il s'appelle Bello et il n'a que deux ans.
32	Unité 5 Leçon 1: Ex 8: Écoute de nouveau et écris les noms.	Hallo! Je m'appelle Emma et voici ma famille. Aujourd'hui c'est l'anniversaire de maman. Ma maman s'appelle Julie et mon papa s'appelle Pierre. J'ai aussi un frère. Il s'appelle Ben. Il a six ans Ma mamie s'appelle Barbara.Mon papie s'appelle Carl. J'ai aussi un chien. Il s'appelle Bello et il n'a que deux ans.

## Unité 5 Leçon 2

Track No	Title	Transcript
33	Unité 5 Leçon 2: As-tu des frères et sœurs ?	Boy voice: Oui, j'ai une sœur. Girl voice: Oui, j'ai un frère. Boy voice: Non, je n'ai pas de frères et de sœurs. Je suis enfant unique
34	Unité 5 Leçon 2: Membres	Il y a sept membres dans ma famille. Il y a deux animaux de compagnie dans ma famille.
35	Unité 5 Leçon 2: As-tu des animaux de compagnie ?	Oui, j'ai un chien. Oui, j'ai un chat. Non, je n'ai pas d'animaux de compagnie.
36	Unité 5 Leçon 2: Ex 6: Quelles phrases entends-tu ? Mets une croix à côté !	1. Salut ! Je m'appelle Anne. J'ai un chat. 2. Bonjour ! As-tu des frères et des sœurs? 5. Salut, comment ça va ? Je n'ai pas de frères et de sœurs. Je suis enfant unique.
37	Autoévaluation!: Écouter: Écoute et coche les bonnes réponses !	1. Bonjour ! Je m'appelle Anne. Je viens de France, mais j'habite à Madrid. J'ai sept ans et je parle bien espagnol. J'ai aussi un chat. Il s'appelle Bruno. Je n'ai pas de frères ou de sœurs. Je suis enfant unique. 2. Bonjour! Mon prénom est Léo. Je viens d'Allemagne et j'habite à Berlin. J'ai neuf ans et je parle bien allemand. J'aime les chats, mais nous n'avons pas d'animaux de compagnie. J'ai un frère.

